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the CHILD





WORKSHOPS OF WONDER

Children's Museums Are Creative Laboratories of Leisure

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SOME of us can recall among our most exciting childhood memories the rainy Sunday afternoons when Aunt Patty unlocked the corner cabinet in the parlor and allowed us to look at and touch the treasures behind its glass doors.

Through the magic of the stereoscope we entered a different world, glimpsed the beauty of snow-peaked Alps, of Niagara Falls, and the California redwoods.

We smelled the spicy odor of rose

leaves in the gold and crimson Venetian glass jar, and fingering the bit of petrified wood we conjured up a petrified forest.

A world of wonders opened with the unlocking of the cabinet door. Today, children in many places have a door to an infinitely greater variety of wonders, through which they can walk without waiting for Aunt Patty to turn the key—the door to the children's museum.

Museums specially for children are

comparatively new. They have taken their place in the modern scene without much publicity. They vary considerably in size, plan of organization, scope, and character; but in all cases they offer opportunities for children to explore, make the past live again, bring the strange, the faraway, and the unknown within the range of their imaginations and vision.

Above all, children's museums belong especially to children. Cases are made to their height, legends written for their understanding, exhibits planned and displayed to answer their whys of curiosity. They are places of movement and life. With the pressing of a button trains move, wheels turn, lights flash, and an inanimate world comes alive.

Museums broaden lives

The best museums go far beyond the purpose of educational visual aids, although this is an important contribution. In the great variety of clubs and games, the creative-music, drama, craft, and science groups, they offer to children a gamut of interests that no other one place provides.

The oldest children's museum in the world is the Brooklyn Children's Museum, started in 1899. The second oldest, one of the best and most complete, is the Boston Children's Museum, organized 30 years ago.

The Saturday I spent visiting the Children's Museum in Boston I wished for Alice in Wonderland's magic bottle. To view any children's museum rightly one should shrink to the size of an 8- or 10-year-old and see things through a child's eyes.

Outside, the day was gray and damp; inside, in contrast, was life and color, and the wonder and happiness reflected on children's faces. They darted like beetles from case to case, some pausing in silent delight, others in a twitter of excitement. It was late fall, and a specially arranged exhibit showing how the animals prepare for winter held fascinated groups. They could see the underground cache of nuts which the squirrels and chipmunks had stored away, the changing color of the squirrels' fur, and the flocks of birds southward bound.

An exhibit of dolls representing the people of all the countries in the United Nations made the UN more real to the

rapt group who gathered about the exhibit. One small, dark-eyed boy said, "My father was born in Italy." A little girl with blond pigtailed spoke up proudly, "My grandmother came from Norway and she has a costume just like the one the doll has on." In exhibits all through the museum children touched the life of countries hitherto known to many of them only through words in textbooks.

A small mob crowded the live-animal room, always a favorite spot. Snakes, lizards, baby alligators, polliwogs and frogs, turtles, and squirrels eternally delight the museum devotees. Some of them have themselves contributed to the collections many specimens gathered in trips to nearby woods or in their travels.

In the habitat groups of stuffed animals "Molly," the baby elephant, has always a group of loving admirers about her case. In life, Molly had been loved by many of the fathers and mothers of today's museum patrons, whose nickels and dimes had helped to bring her from India. Molly, however, had not long survived the transition from the jungles of India to the Boston zoo. On her demise she was tenderly preserved in the Children's Museum.

Tradition carried on

From one part of the museum came the melodious sound of musical bells. Under the guidance of Mrs. Elsie M. Boyle, director of the museum, I found in one of the clubrooms a group of six or seven boys and girls practicing bell-ringing with a series of old English hand bells. Some years ago an elderly resident of Boston, born in England, brought eight old English hand bells to the museum and trained a member of the staff to play them. The skill was passed on. In consequence, here among these young patrons of the Boston Children's Museum an almost vanishing art is being preserved. A graduate group of bell-ringers is much in demand for public appearances in and around Boston.

Never a dull moment

The variety of activities going on in the museum was great, with something to catch the interest of any age group and all types of youngsters.

In an annex to the main building we found some of the youngest patrons

hunched and sprawled on the floor. Under their crayons bright red trains, purple airplanes, green and blue objects bearing faint resemblance to ships and busses and streetcars took shape. The young artists were presenting their favorite means of going places. The result, if not art, was at least a free and vivid picture of what was in the children's minds.

The afternoon brought flocks of children for movies or a story hour. Some

an annex with a fine, newly constructed auditorium. Building and grounds were a memorial gift to the Children's Museum Corporation.

The museum is on the edge of a thickly populated section, within walking distance for many children, including those of less privileged families, and within easy-transportation range of children from all parts of Boston and nearby communities. Just beyond the museum is a lake, with woods on

The programs centered in children's museums, where such exist, offer many suggestions for ways to encourage creative activities for children and young people, deepen their cultural roots, and enrich the quality of life. While not every town may be able to have a children's museum, many of the same kinds of interests that museums encourage can be carried out under other auspices—by community centers, recreation departments, schools, clubs, churches, informal neighborhood groups, even families.

There are great gains to be had from richer use of children's and youth's leisure time, with opportunities to create, and to do things together—music, art, and plays; crafts; pageants. Not only is this a way to prevent many of the ills of modern life and lay sound foundations for social and mental health, but it is an antidote for much of the ready-made entertainment of radio, movies, and comics.

Widespread encouragement to the creative use of leisure time for young people throughout the country would fit into the preparatory work for the 1950 White House Conference, where groups of citizens in States and communities are looking anew at children, appraising the influences and services which are molding their lives, and determining constructive goals to work toward.

of the youngsters, moving from one activity to another, spend the whole day in the museum, bringing their lunches with them. Many of them wander about on their own; others are accompanied by a member of the staff, who helps to answer questions, expand or explain the legends on the exhibits.

The Boston Children's Museum is located at Jamaica Plain in a spacious building, once a private residence, with pleasant grounds surrounding it. The former stables have been converted into

the other side. This offers important adjuncts to the museum, with opportunities for jaunts and explorations. In summer, when members of the Jaunters Club make daily trips, they come back with trophies to add to the museum collections. Polliwogs are scooped from the lake, butterflies and turtles and cocoons collected in the woods.

Most children's museums, where they are well planned and adequately staffed, as in Boston, spread their in-

fluence far beyond their own boundaries. They serve the schools, clubs, and churches, supplementing and extending their programs. The children's museum in many instances serves the visual-aid function of the school program. Special exhibits are arranged in cooperation with classroom work and scheduled to fit into the school program. Exhibits are also lent to the schools. Certain permanent basic exhibits give realistic meaning to history, geography, and, especially, to the social studies.

It would be difficult to compress into one article the full range of interest of any one of the well-established children's museums, and describing a few does not tell the story of what others are doing. Most of the museums have certain features in common, but each has distinguishing differences or accents of interest.

The Brooklyn Children's Museum has been an institution in the lives of more than one generation, not alone of Brooklyn children, but of children from New York and Long Island. Its loan exhibits have been sent on request to many parts of the country.

Has its own building

In the near future it will be housed in a building designed specially for its own purposes, and so will be the only such children's museum so far in this country.

The plans are in readiness, and building will begin as soon as municipal budgetary approval is granted. This will inaugurate a new era in children's museums, just as the Brooklyn Children's Museum at the outset paved the way for a new movement.

At present the museum occupies two neighboring buildings, converted residences of an earlier era, with large grounds around each of the buildings. The Brooklyn Children's Museum has been, since its beginning, a branch of the Brooklyn Institute of Arts and Sciences; and while it functioned always as a separate children's museum, it was operated as a subsidiary of the larger institute. In 1948, however, it achieved the dignity of independent identity, with its own governing board, operating as a full-fledged unit in the Brooklyn municipal system of museums, with its own governing committee.

Starting its history with one case of birds and one of minerals and shells, which could be arranged in a single day, the Brooklyn Children's Museum now has an amazing variety of exhibits. Its dioramas, telling stories in figures and objects in realistic settings, delight the eye and the imagination. They are genuine works of art as well as authentic presentations which bring chapters from the past vividly alive to children.

A major part of the museum program is cooperation with the schools.

its varied fields of activity: Education, science, social studies, natural history, and library. Located in a great metropolitan center, it offers to city-bred, often slum-dwelling children a magic carpet that transports them to faraway places and novel experiences.

Miss Anna Billings Gallup, an early director of the Brooklyn Children's Museum, said she developed the exhibits by "following the child around" and thus discovered how children look at things and what they are interested in. Whatever the reason for it, Brook-



In free hours boys and girls do their own collecting of specimens for the children's museum.

Any weekday sees a succession of school classes streaming in and out of the buildings.

Part of the museum is given over to clubrooms, where a variety of clubs come and go in after-school hours, on Saturdays, and during vacations. Music groups sometimes make their own simple instruments. The leader of a camera group has taught children who cannot afford cameras of their own to make them out of boxes. There are movies every afternoon and on Saturdays. The museum owns a large library of films and rents and borrows others.

The Brooklyn Children's Museum is organized in five divisions, which cover

lyn's museum is peculiarly child-centered.

Schools and museums work together

In a number of places the children's museums have developed in conjunction with the schools and operate under boards of education. This is true of the children's museums of Detroit, Mich.; Indianapolis, Ind.; Hartford, Conn.; Cambridge, Mass.; and Duluth, Minn. The San Francisco Children's Museum operates as a part of the city's department of recreation and strongly emphasizes the leisure-time activities of children.

The Junior Museum in Newark, N. J., offers a program which turns the chil-

dren's wing of the beautiful Newark Museum into a beehive of activities for children of all ages. Vacation or after-school hours may find club groups doing pottery or clay modeling, studying specimens under the microscope, or learning the rudiments of taxidermy through stuffing and mounting birds or small animals.

The Newark Junior Museum has members who pay a small fee. Any child may enjoy the museum, but members have certain special privileges. Since the museum is one of the oldest,

and comes through pure delight in the subject.

The children of Indianapolis actually own and direct their museum. The original bylaws which created it provided for a junior board of directors, the members to be appointed by the schools in each district. A teacher acts as sponsor to the board. These junior directors have developed a number of extremely interesting projects.

This self-governing and self-owning principle obtains in many of the children's museums, and is perhaps one of

Detroit Children's Museum, which is one of the most extensive in range of exhibits, is an integral part of the city's schools. Children come to the museum for part of their instruction, and the museum goes to the schools with a wide selection of exhibits for science, social studies, and other subjects.

In their own backyards

Learning becomes an adventure through the imaginative exhibits which the museum presents for Detroit children. An archeological exhibit, for instance, is built around a story called "Mr. Bones." The archeologist is presented as the Sherlock Holmes of history, who must piece together the past from fragmentary clues buried in the earth. And archeology is brought into the children's own backyards by showing what a "dig" in Michigan brought to light. The story of how the archeological Sherlock Holmes went about his work is shown step by step, and what he found is revealed in objects and exhibits and explained on labels.

The Detroit Children's Museum has done a great deal of research in the field of docentry, or museum teaching. It has made studies to determine how abstract ideas and remote subjects can be translated into terms of the child's experience; for instance, how such a subject as "power" can be made to speak to the child through things familiar in his everyday experience.

Much attention has been given by the museum staff to the technique of handling classes and of helping classroom teachers make use of the museum. Loan exhibits are infinitely varied. Citizenship may be brought home to children through an exhibit on "Look at Your Neighborhood"; democratic human relations pointed up through an exhibit on "The Negro in American Life," or "Music, the Universal Language"; arithmetic brightened by an exhibit on "Purchasing Power," showing the romance of money. And so on and so on, new windows opening on old, dry subjects.

The Hartford (Conn.) Children's Museum belongs very specially to the people of Hartford; particularly, of course, to the children. Out of 400,000 metropolitan and suburban population, 100,000 visitors a year are attracted to the museum. In its close cooperation



Children's painting may not be art, but it gives a vivid picture of what is in young minds.

established in 1916, it has many "graduates," pursuing life vocations which began in their club interests and hobbies at the museum.

Recently one issue of the publication, *Drums*, which members of the Junior Museum get out, was devoted to contributions by these graduates. One of them wrote: "While I was a member I was busy enjoying the activities in themselves without being aware of all the knowledge I was absorbing. It was a kind of learning, different from that obtained by reading books or attending school."

That perhaps is the distinguishing characteristic of most children's museums, the learning that is self-sought

the chief reasons they so delight and hold children of all ages. Many museums welcome the contributions of the youngsters. One small boy in Boston who lives in a densely populated section has a passion for snakes. He manages somehow to find them under rocks in occasional vacant lots and comes to the museum with his pockets full of small reptiles to add to the snake collection.

The Boston Museum also has its junior museum council, a group of boys and girls who have become so interested in the behind-the-scenes workings of a museum that they are creating a museum of their own in one of the rooms of the building, painting their own cases, gathering and arranging collections.

with the schools and its club programs this museum has much in common with others, but it has several features that mark a difference.

Its live-animal department is one. This has been developed with the specific idea of presenting a living exhibit of the principles of heredity and sex education. Animals with a short gestation period, such as guinea pigs, hamsters, white mice, and white rats are exhibited. While no formal sex education is attempted, voluntary questions of the children are carefully answered and work with adolescents is skillfully carried on. In cooperation with the Glastonbury chapter of the Future Farmers of America, an exhibit of farm animals has been started, which gives city children an opportunity to see lambs, goats, calves, turkeys, and chickens at close range.

A Children's Museum of the Air carries the museum by radio to many listeners, in a delightful Saturday morning program in which the Museum Lady, the announcer, and two children from different schools of the city tell a story dramatically, largely through questions and answers, on a subject which may vary from the beginnings of written language with the Chaldees to a chat about bird migrations.

For little ones too

Another unusual venture of the Hartford Children's Museum is its nursery school, with a preschool program for 3- to 5-year-olds, who usually are considered too young to share in the delights of a museum. This is held 2 days a week under the direction of a trained kindergartner, with a director of group singing and a museum-staff member who conducts finger painting.

The museum also is developing a series of booklets designed for young readers, which will cover a wide range of subjects: Three on shells, and others on such topics as "Fossils of New England," "Connecticut Indians," and similar subjects. The booklets are in large manuscript printing for easy reading, of a size to go in a small boy's pocket and with blanks left to fill in with objects found by said small boy, or girl. Cost, 25 cents a copy.

The opening of a new exhibit at the Denver Children's Museum is an exciting event. So are its Saturday-after-

noon programs for museum members and the special events staged at holiday seasons. The museum is a center for movies, puppet shows, dance programs, music and art demonstrations.

Art is a major accent, and the workshops for young craftsmen are among the most important features of the children's museum. Members of the Young American Craftsmen experiment with paint, clay, papier maché, wood carving, puppetry, basketry, soap carving, and mural painting. They also enjoy conducted gallery tours through the art museum, and from time to time have the experience of watching living artists at work and learning from them something of their technique.

Membership fees are 10 cents for junior members, first to third grade, and 25 cents for seniors, fourth grade up. It will be surprising if a future roster of American artists does not list among its members some who found their early inspiration in the Denver Children's Museum workshop.

Pasadena (Calif.) Junior Museum also has a children's workshop with the special purpose of encouraging creative expression in the everyday life of children. The summer workshop runs for 8 weeks during the vacation period. It is planned with the assistance of the public schools and is under the supervision of a professional artist. The young artists work in a variety of media, including water color, pastel, poster paint, pen and pencil, charcoal, wood, and clay.

A children's theater is another important activity of the museum. The children's museum is sponsored by the Pasadena Junior League and, except for the professional artist who supervises the workshop, it is operated entirely by volunteers. Yearly exhibitions of the children's work are held. A feature of this year's exhibitions will be an international showing of children's paintings and drawings gathered from all parts of the world. The junior museum is housed in the Pasadena Art Gallery.

Also in California, a somewhat similar project, sponsored by the local Junior League, is the Junior Art League in San Diego. Because of limited facilities in the Fine Arts Gallery of San Diego the League restricts activities to

children of the fifth and sixth grades, considered an appropriate age since they are old enough to get the full value of the program and young enough not to be involved in junior high school activities.

Making better citizens

The purpose of the program, which includes an art workshop, gallery tours, exhibits, and opportunities to observe artists at work, is to make better citizens by giving children an appreciation of beauty, developing their cultural backgrounds, and providing opportunities for creative expression.

A number of fine programs for children are carried out in the larger city museums. Some years ago the Metropolitan Museum of Art in New York City swept out plaster casts and other objects from five of its first-floor galleries and converted the space into a junior museum for children's activities, with special facilities and exhibits. This is part of the museum's educational services, and programs are worked out in cooperation with the city's schools.

Junior study looks to future

A junior art-reference library is one of the important features of the children's section of the museum. The junior-museum program is not confined to the special section of the Metropolitan but includes an introduction to the treasures of this rich treasure house of art objects.

All this is a far cry from the days not so very long ago when children under 16 were forbidden to enter some of the most respected museums of the country.

George Washington Stevens, creator of the Toledo Art Museum, was known as the Pied Piper of Toledo because of the eager youngsters who flocked to the museum to share in the program of creative music he instituted. This modern Pied Piper's creed was: "No city is great unless it rests the eye, feeds the intellect, and leads its people out of the bondage of the commonplace."

So large is the stream of youngsters who gaily wend their way to the museum on Saturday mornings that traffic in the surrounding streets is almost tied up. The young musicians have their own orchestras, make their own instru-

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SO THAT CHILDREN MAY ENJOY BETTER MEALS

Consultant Service Given to Maryland Institutions

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MUST children in institutions be served "institutional" meals? Or is it possible to keep within in the budget and still give the children food that is not only nutritious, but also appetizing?

Most institution staffs want to feed their children properly, and they do their best. The workers in charge are gratified to see the good health and spirits of children who are eating well and enjoying their meals.

But to supply good meals to children in an institution is a difficult task, however conscientious and intelligent the staff may be.

Right foods must be chosen

If the children's health is to be safeguarded, they must eat enough of the foods that include the essential nutrients. And some one on the staff must know how to select these foods.

Again, an institution must stay within its budget, and some one must know how to purchase foods economically, or to requisition them skillfully.

Then, the food must be stored and cared for. Food is precious, and much of it is perishable.

And, aside from the food on the table there is the appearance of the dining room, which may affect children in an institution even more than it does other children. (The emotional atmosphere at meals is, of course, tremendously important, but we leave that subject to workers in the field of mental health.)

Next comes planning the meals, and

then supervising the preparation and serving of them. These steps are very important to an institution that wishes to have its children eat well.

All children, of course, should have the opportunity to eat a variety of foods, properly prepared, and served in attractive forms. But eye appeal in meals is especially important for children in an institution, for these children are often poor eaters.

An institution head may purchase good food, and may have no idea how badly it is cooked and how uninterestingly served to the children. Recently one of us saw a meal served to children at a camp. The menu read: Chicken and noodles, cabbage, potatoes, bread and milk, and vanilla pudding. On paper these dishes seemed pallid, but no worse. But on the table the meal was not only colorless, but sloppy. The cabbage had been boiled till it was a pale tan color, and watery. The chicken was shredded; it was about the same color as the cabbage, and also watery. The other white foods completed an unappetizing meal. No wonder some of the children refused to eat and a few cried throughout the mealtime.

Costs affected by various factors

Going back to the budget, we all know that the amount of money that an institution can spend has a great deal to do with the kinds and amounts of food that it provides for the children. But we know also that an institution with good financial resources may fail to give the

children the food they need, while another one manages to serve good meals on a much smaller budget. Methods of buying, serving, and handling foods, including use of leftovers, seriously affect costs. Sometimes an institution that seems to have a large enough appropriation for food serves inadequate meals because such things as cleaning supplies are charged to food costs.

Then there are the institutions that can afford to serve plenty of good food, and do so, but pay little attention to the appearance of the food or to the children's likes and dislikes. And in this connection we might add that an important qualification for anyone who has to do with child feeding is an interest in children. This is one of the reasons that some institutions feed children successfully in spite of adverse conditions.

But even these institutions, and certainly the less successful ones, may sometimes need professional help in their job of child feeding. Many needed this help especially when World War II brought on food shortages and rationing, as well as loss of workers.

Realizing that these war conditions must be detrimental to the feeding of children in some institutions, the Maryland Dietetic Association in 1942 offered free consultation to children's institutions in the State that did not have a dietitian. The members of the association, professional dietitians employed regularly in hospitals, restaurants, school lunch rooms, and so forth, gave this consultant service on their own time, as a contribution to the war effort.

During the first year few institutions replied to the offer, and most of these wanted help chiefly with rationing problems. It was evident that most of the institutions that were without dietitians felt that they did not need professional help in feeding the children. This did not always mean that they were satisfied with their feeding programs. It may have meant in some cases that they were doing the best they could under their circumstances. Many, however, undoubtedly failed to realize that there were any problems other than rationing.

But sometimes, when a consultant was working out a solution of the rationing problem with an institution staff mem-

ber, this led to discussion of nutrition and food service. Then would come a request for help with some phase of the child-feeding problem. And after a while the whole problem would be discussed.

As time went on, more and more institutions, including schools for delinquent children, homes for unmarried mothers, group foster homes, and others, began to ask for consultant service. And by the end of the war the association was receiving more requests than the members could fulfill.

When an institution had accepted the offer of help, the consultant that went to visit it would be able to give considerable assistance even at the first visit. She could, for example, point out satisfactory, and easily obtained, substitutes for rationed foods. And she could help the institution to make the best possible use of its allotment of such foods.

Some small institutions were found to be buying food at retail because none of the staff was familiar with wholesale buying. In such cases the consultant gave advice about ways of getting in touch with wholesale dealers and about economically sized packages and units of purchase.

Another consultant service was to demonstrate how institution menus could be adjusted so that the foods would be more adequate and less costly. For example, an institution might be spending too much for meats and too little for milk, vegetables, and fruits.

Some institution workers did not realize that it is possible to stretch the sum budgeted for milk and eggs by buying evaporated milk, dried skim milk, and egg powder. Consultants were able to show institution workers how to prepare these economical foods appetizingly.

In many institutions a consultant found that the staff had been reduced by wartime conditions, and that the remaining workers were having a hard time. In some of these the consultant was able to suggest better methods of organizing the work so that the burden was lessened and the workers did a better job.

Again and again a superintendent or a board member would ask, "What should it cost to feed the children properly?"

So that we could give an answer to

this question, the authors of this article—both of us were consultants—worked out a method of estimating the weekly cost of an adequate diet for children in institutions.

We based our figures on a plan prepared by the United States Department of Agriculture, Bureau of Human Nutrition and Home Economics.

The plan gave kinds and quantities of foods in an adequate diet for a week, under both a low-cost and a moderate-cost plan. The diets fulfill the standards of adequacy recommended by the National Research Council, and the costs are based on studies of the eating

portant in getting people in institutions to eat the foods they need, whether they are children or adults.

The amounts of foods suggested in the chart were based on purchases in family-size packages. And so, with the help of a Bureau food economist, we adjusted the plan so that we could figure costs from institutional-size packages. We then calculated the wholesale cost of a week's food, and the total gave us the answer that the institutions were asking for.

This method of estimating the cost of adequate food for children, on the moderate-cost plan, was tested at a boys'



In a tuberculosis sanatorium, these children are eating what is good for them and enjoying it.

habits of thousands of families of all income groups.

Seventy-three familiar foods were listed in the plan, divided into 11 groups. A chart showed what amounts of the foods in each group should be purchased weekly to supply adequate food for children of different ages.

Amounts were given separately for low-cost and for moderate-cost diets. We selected the moderate-cost plan, because it provides more variety than the low-cost one, and variety of foods is im-

summer camp. The quantities of the various foods served during a week at the camp were compared with those specified by the Bureau of Human Nutrition and Home Economics, and the camp diets were found to meet the Bureau standards for adequacy in every food group and to exceed them in some groups. Then we compared the cost estimated for a week's food with the actual cost, and the actual cost per child proved to be only 7 cents a week greater than the amount we had estimated.

When a consultant visited an institution, usually the superintendent would ask her to analyze the menus to see whether the children were getting the right food. The consultant knew, of course, that such analysis by itself was not enough to show whether the diets were adequate. She would analyze the menus, as requested, but would also explain to the superintendent that she would need to study a record of all the foods served during a given period, say a week. This record did not take account of food wasted, but otherwise it gave a fair picture of the types and amounts of food the children were receiving.

From the record the consultant classified the food served, according to the 11 groups mentioned previously in connection with calculating costs. She then compared the amount of food in each group that was served to the children during the week with the amount specified in the plan as needed by children of their age.

The superintendent of one institution that had been doing an excellent feeding job without trained personnel expressed her gratification when the consultant gave her a favorable report on the adequacy of the children's diet.

"We have tried to feed the children properly," she said, "but we have always wondered whether they were getting the right amounts of all the various proteins, minerals, and vitamins. Now we know for sure, and we know how to check on ourselves in the future."

To calculate feeding costs

A simple method of cost accounting was requested by many institutions. One method suggested by the consultants is as follows:

Give a separate page to each group of foods, such as dairy products, for a specified week.

In the first column list alphabetically all the foods in the group, such as Butter; Cheese, American; Cheese, cream; Cheese, cottage; Eggs; Milk, canned; Milk, fresh; and Oleomargarine.

The next column will be headed, "Amount on hand from past," and the next one, "Unit cost." Then comes "Amount received during week," and then, "Unit cost." Next is "Total on hand this week." The following seven columns are for the days of the week,

so that the amount of each food used every day can be written in. The last two columns are headed, "Total amount used in week" and "Total cost for week."

To get the total cost of the dairy products used in the week, add the figures in the last column.

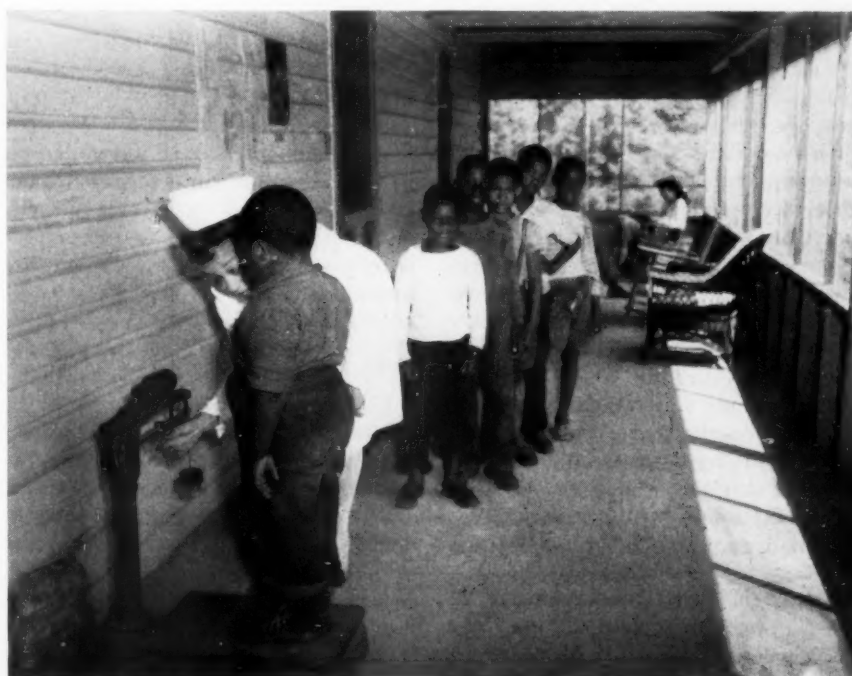
When the costs of all the groups are added together the total is the cost of the week's food.

An educational program needed

The amount of food left on the plates, and other evidence, suggested to the consultants that there was great need for an educational program in nutrition, both for the children receiving

ing enough of the right kinds of food.

The consultant service of the Maryland Dietetic Association, which was set up entirely as a wartime service, was discontinued according to plan after the war ended. But by the time the work ceased, many institutions had begun to realize that this kind of help is needed for a good feeding program. And so many nursery schools, hospitals, homes for the aged, and so forth, called on the nutritionist in the State department of health for dietary consultation that in less than a year after VJ-day the department appointed a consultant dietitian on its staff, full time, to give regular service to State institutions.



Regular weighing is a valuable part of the nutrition program at this summer camp for boys.

care and for the staff members. In one home for unmarried mothers many of the girls had been so used to a poor diet in their own homes that they did not care for the balanced, nutritious meals that the home provided, with milk, and a variety of vegetables and fruits.

The consultant asked the doctor who was in charge of the girls' health to join with the staff in trying to change their food habits. She also referred the staff to sources of posters, pamphlets, motion pictures, and film strips that present attractively the advantages of eat-

Under the supervision of the health department's consultant dietitian, educational programs have been established in two State training schools for delinquent children and in all the State's tuberculosis sanatoria. Through motion pictures, posters, and talks, efforts are made to correct the poor eating habits of the children and others in these institutions.

In the sanatoria this educational program also includes use of a pamphlet, *Eat Your Way to Health*, which

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DOCTOR SHOULD BE MOTHER'S GUIDE, PHILOSOPHER, AND FRIEND

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IN ALL studies of the psychological development of the child, it has been repeatedly pointed out that the parents, and particularly the mother, play the dominant role in the evolution of his emotions, of his personality, his adjustment to his social environment; indeed, even of his intelligence. The nervous mother may be expected to have a nervous child. Insecurity and emotional imbalance in the parents are reflected in the child.

And so it follows (1) that if the mental health of the child is our concern, we must focus our attention on the mother and (2) that the most effective way to prevent personality disturbances in the child is to give him well-adjusted parents.

This, I grant you, is a big order and one that presents to the pediatrician a problem that often seems beyond his control to solve.

We must, however, accept it as our concern, analyze the way in which we are actually attacking it, and evaluate our approach in order to determine whether or not the part we play is productive of the best possible results.

It is with this thought in mind that I wish to call to your attention some of the commonly accepted patterns of relationships between the physician and the mother.

Let us assume that we are considering the case of young parents faced with the responsibilities of their first baby. They have, to a greater or less degree, shaken off the domination of their own parents and taken their place as adults with a home of their own, but the young

mother feels much uncertainty and ignorance in relation to the baby. This new job is one for which she has had little preparation.

Perhaps, in spite of her feelings of uncertainty, she is determined not to lean on her own mother, from whom she has managed to liberate herself. Nevertheless, her intellectual desire for independence is in conflict with her emotional longing for support and protection in this new situation.

Mother needs self-reliance

If she is to be a mother that her child can trust, she must learn to trust herself; but her many fears, often increased by stories she has heard and articles she has read, give her no freedom to use her instinctive feelings of protectiveness, of "mothering." Instead, she often tries to bury these feelings and to follow her intellect rather than her instinct.

And how does the medical profession help her to meet her problem?

A fairly high percentage of mothers-to-be receive excellent medical care during pregnancy, but they seldom are prepared for the task of motherhood in any way that concerns itself with their feelings about it. They are not given much opportunity to discuss even the practical aspects, such as where to put the baby's crib—in the cold bedroom where it can be isolated or in the hot living room in which gather family and friends. Or whether to hire a practical nurse to care for the baby for a few weeks, or a houseworker who can cook and clean. And how much it will cost

to keep the baby after he arrives.

These are all things that may influence the environment of the first months of a baby's life, but even more important are the emotional problems that the young mother may be trying to solve alone or with very inadequate help.

Perhaps she feels resentment of pregnancy, or fear of childbirth, or anxiety lest a baby will interfere with the father's rest and comfort and so be a source of trouble between them.

"Suppose the baby isn't perfect" is a question that often haunts the mother. Even "Suppose I find that I don't love it." Or "Suppose it's a girl, when my husband has set his heart on a boy."

The doctor who allows time for the discussion of such worries may not be able to wipe them out, but the very act of putting them into words is often healing when the listener accepts them seriously, and, without scorn or ridicule, helps the mother to face her fears in the light of reality.

Perhaps I am placing too much emphasis on a situation which is the business of the obstetrician rather than of the pediatrician. But one so often meets a young mother who brings her baby for infant care with these very fears unresolved, that this phase of the problem of preparing a well-adjusted mother to care for her baby cannot be ignored.

I must also say a word about the separation of mother and baby during the hospital stay. Certainly there are few who would argue that this is a natural state of affairs. Although not many



The doctor should be a source of strength and reassurance, a friend with whom a mother can talk over her problems and whose greater experience and objectiveness will help her see these problems in their proper light. He is the guardian of her child's health and well-being.

of us can achieve the rooming-in arrangement that has been begun at New Haven, we pediatricians can and should urge that the separation be reduced as far as practicable. We have all known mothers of bottle-fed babies who had their babies brought to them only once or twice a day during hospitalization and who rarely had the experience of actually handling the baby or giving him the bottle.

I am sure I am not alone when I remember hearing a mother reproved for undoing her baby's clothes and looking him over "to be sure that he is really perfect."

Keep mother and newborn together

We can at least insist that the mother should feed her own baby, either from breast or bottle, and should not only be permitted, but encouraged, to keep him with her to fondle and love during the early days when both she and the baby need to develop a relationship that will make the early days at home free from feelings of strangeness and anxiety.

Now let us turn the searchlight on ourselves and try with frankness and honesty to see how we can improve our methods in respect to the mother.

I mentioned earlier the need of the mother to feel trust in herself. If I am

right in this, we are making a serious mistake when we require of the mother the kind of absolute obedience to our dicta which is symbolized by the exact schedule; the requirement that all changes in feeding or routine should be authorized by the physician; the prescribing of exact amounts of this food or that, no more, no less; such and such hours for sleep; and even a fixed time for picking the baby up and fondling him.

Pediatricians, like many other people, often find satisfaction in this dominating role. They like to lecture the mother for using her own judgment and breaking some rule they have laid down. Mothers not infrequently use such a phrase as "I'm afraid you'll scold me," when they have only followed common sense in working out their problems. Certainly a mother who feels she must apologize for giving her baby more to eat when he is hungry, or picking him up and rocking him when he is unhappy, is a mother who is filled with distrust of herself and who spreads an atmosphere of insecurity about her.

Our insistence on frequent visits at which the baby is weighed and measured and a new set of rules is handed out is a way in which we satisfy our-

selves, often with a minimum of benefit to the individual or consideration of his particular needs. We build up a group of dependent mothers who feel guilty at the least infringement of the rules laid down. We enjoy our power over them while complaining about their demands for advice concerning each little circumstance that may arise, and we groan over the number of spoiled brats we have to deal with.

Gradually, I have come to see the fallacy of the pediatrician's playing the part of the strict parent. I have had my troubles, for many insecure and immature mothers desire domination and even demand it. Fathers, too, have been at times disapproving.

I have become more and more convinced that the happy and contented baby is one whose mother feels free to adjust his schedule, the amount of his food, the hours for his sleep and play, according to her own day-by-day observation of the baby's needs. With this increasing assumption of responsibility and freedom to use her own judgment, her skill and wisdom increase; and minor variations in appetite, sleeping habits, or bowel habits do not fill her with consternation.

To encourage mother

I spend more time with the mother at each visit, have a long talk with her before she leaves the hospital when that is possible, and early teach her that if she observes her baby and notices what things make him comfortable and happy, she will soon become *the* great authority on *that* baby. No one else will know so much about him, and no one else will be as skilled as she in satisfying his needs.

She is advised to allow him to take the amount of food he seems to want, at the intervals that most conveniently meet the needs of the baby and the household. She is encouraged to enjoy him and to accept the fact that babies don't cry to irritate their parents, but as their only way of expressing their feelings of hunger or loneliness or fear or frustration, so that their need is for comforting, not for punishment.

She is led from the first to respect her child as a human being, whose inner drives are to be guided but not thwarted, whose need for love is as great as his need for food and who should never

be used to satisfy the selfish pride or competitive feelings of his parents.

As the baby grows older, the mother who has learned to accept him as he is can watch his development without trying to hurry it. She is free from compulsive and competitive drives in relation to his progress. She finds it easy to be patient with his fumbling attempts to feed himself, to dress himself,

child. The baby who experiences throughout his first year the satisfaction of moving his bowels as the result of the demand of his own physiological mechanism, without interference as to time or place, rarely develops constipation or irregularities of defecation later.

To return again to my central theme, the relationship of the pediatrician to



The happy and contented baby is one whose mother feels free to adjust his schedule, his amount of food, his hours for sleep and play, according to her own observation of his needs.

and to acquire the customs of the adults. Because of his love and his trust in them, he follows his strong imitative urge and accepts their mores.

He may show occasional healthy signs of rebellion and anger at the limits that are placed on his activities, but not many serious problems of behavior arise for the mother to cope with.

I am glad to find that most pediatricians are discouraging the mother in her attempts at early control of the baby's bowel habits. If one can assure the mother that there is no special virtue in the daily bowel movement, and that many babies are normal in every way in spite of a 2- or 3- or (as I once observed) a 5-day interval between evacuations, a great deal of unnecessary misery can be spared both mother and

the mother of his patient: He should, I believe, offer her a source of strength and reassurance, be a friend to whom she can turn to talk over her problems and whose greater experience and objectiveness will help her to see these problems in their proper light. He is the guardian of both her child's physical and emotional well-being.

She can talk to him of anything from colds to masturbation and expect understanding and sympathy, and he in his turn must avoid the short-cuts of authoritarianism. He must encourage her to acquire the full maturity of her adult role, firmly insisting that she assume the responsibility of parenthood, teaching her to believe in herself, so that her child may find strength and security in her.

Reprints available in about 4 weeks.

MUSEUMS

(Continued from page 118)

ments out of cigar and cheese boxes and other discards.

Art devotees are equally numerous, and art and music go hand in hand in the museum's program. Children paint their responses to music, or to a dance. There are young people in Toledo who have literally grown up in the museum. Directors of the program feel that the seeds of culture sown in the minds of children flower in the life of the whole community.

The day I visited one children's museum I noticed a small boy whose interest in the exhibits seemed particularly keen. His brown eyes sparkled and danced as he darted from one exhibit to another. I learned that he is deaf and dumb. The museum is his greatest source of delight, and the infinite variety of things he can see and touch make up in part for his lack of hearing and speech.

Many museums give special attention to handicapped children. The Indianapolis (Ind.) Children's Museum has materials which can be handled by blind children, with large tags labeled in braille. Convalescent children from the hospitals are often brought to the Boston Museum, and loan boxes take treasures from foreign places to students of Perkins Institution for the Blind. Retarded children receive special attention in a number of children's museums.

How about your city?

Children's museums are not confined to larger cities. The idea is spreading, and many small places are developing museums. They start in various ways and are carried out under various auspices. Jacksonville, Fla., has a live and growing children's museum which developed from a few historical objects donated by a group of public-spirited citizens. It is a humming center of activity on week ends and during holidays. Among its interests are a fix-it shop and a toy-making group. The museum cooperates closely with the schools in science instruction.

Children's museums have an international aspect which is important. Through introducing children to an

understanding of the history, the way of life, of people of other countries, they do much to promote friendship and good will.

The United Nations is recognizing this potentiality for building bridges of understanding between the children of the different countries. A Children's Museum Committee, with 23 members from 10 countries, has been set up as part of the International Council of Museums under UNESCO. The committee met and reported at the meeting of UNESCO in Geneva in the summer of 1947. Part of this international program is to promote exchange of personnel and exhibits in museums of different countries. This exchange has already begun. The successful development of children's museums in this country has caused other countries to turn to us for advice and guidance.

That's another story

Little can be condensed into one article of the much there is to be told about children's museums. The story of the Washington (D. C.) Children's Museum, which unhappily lost its home, but turned misfortune into opportunity, and is now creating a new vogue in museums by converting temporarily to a trailer-coach museum, is a whole chapter in itself. It is one that must be postponed for another day.

The children's museum today represents part of what grandma and grandpa once passed on from their storehouse of memory, what attics yielded in ancient treasures, and the home library revealed of faraway lands, in a day when there were attics and home libraries and time to explore them. For children who live in a push-button, plug-in, mechanized world, in which wonder is almost a lost treasure, the museum has values that can hardly be estimated.

Children learn through seeing and doing, horizons are expanded through happiness, and the opportunities for creative expression and variety of experience foster emotional balance. Many times life interests, even choice of life work, grow out of the spare hours spent in the children's museum.

Reprints of this article will be available in 4 weeks, together with a reference list on children's museums.

BETTER MEALS

(Continued from page 121)

is given to each patient upon admission. The menus in these institutions are planned by the dietitians according to the meal patterns suggested in this pamphlet, which was prepared by the Maryland Dietetic Association in cooperation with the consultant dietitian of the Maryland State Department of Health. The pamphlet is intended to help the patients understand the "why" of the diet, so that they will be interested in cooperating with the sanatorium workers by eating the foods that are good for them.

What makes dietary consultation successful

In every case where the consultant service succeeded, the institution head really wanted this service, so that the children would be better fed. The best results were obtained when the superintendent of the institution designated some staff member to take responsibility for working with the consultant, or when the superintendent himself conferred with the consultant.

For the best results a regular schedule of visits was planned, and the staff member assigned for the conferences with the consultant worked out a plan in advance concerning the problems on which the institution wanted help. This staff member would take up the problems with the consultant and consider with her how her recommendations applied to the institution's special conditions and what was the best way to carry them out.

Employees concerned with the food service were free to ask help of the consultant, and those responsible for the service were allowed sufficient time to participate in the conferences.

In the institutions where the consultants had the greatest success in helping to improve the children's meals she was enabled to become thoroughly familiar with the food situation, including the amount of money budgeted for food costs and for related expenses. She studied the records of foods purchased or requisitioned, examined the stored foods, watched the cooking and serving of meals, tasted the dishes, and observed the children eating.

As a rule the consultant wrote a re-

port of her study and recommendations and gave it to the institution, so that the staff would have something definite to refer to. For the best results these reports were filed in the institution for future reference. What use was made of the reports depended upon the administrator of the institution. In the interest of the children, and of the staff, we hope that the reports have been referred to often and used for their nutritional well-being.

A dietitian giving consultation service to institutions needs a good knowledge of human psychology as well as of institutional food administration. She must strive to make her suggestions in such a way that those concerned will want to put them into practice. The suggestions must therefore be workable.

She must be willing to show appreciation of the efforts of institution workers to do the best they know how; as well as to inspire them to want to do this. It is necessary for the institution to use the equipment on hand to the best advantage, yet the consultant must suggest what things it still needs for good service.

Making suggestions and getting them carried out requires a quite different technique from that of actually administering a dietary department. If the consultant is to establish a nutrition program she must also be skilled in methods of teaching.

Dietary consultation may also be advantageous in an institution that has a trained dietitian. The fact that a dietitian is on the staff does not necessarily guarantee a good diet, because the organization may be set up in such a way that she has no control over the ordering or serving of the food. If there is a farm program she may not be invited to discuss what is to be produced. Dietary consultation may help to correlate the activities of the dietitian with the business manager or steward and the farm manager.

The problems that face a dietary consultant are both numerous and complex, and their solution is never easy. However difficult they may be, they are always interesting, and when they are solved successfully the results are of such great value to the children in the institution that the work is well worth the doing.

Reprints available in about 4 weeks.

IN THE NEWS

Committee Sets Training Standards for Vocational Counselors

A joint committee on educational and vocational counselor preparation met in Washington December 3-4, 1948, to define the basic content of adequate professional training for counselors. The committee included official delegates from eight groups concerned with counseling and guidance, as well as two technical consultants from each.

The groups represented were: American Psychological Association; National Rehabilitation Association; American College Personnel Association; National Vocational Guidance Association; State Supervisors of Guidance Services and Counselor Training; Veterans Administration; United States Office of Education; and United States Employment Service, Federal Security Agency.

A statement was agreed upon, listing seven "core" fields of knowledge to be acquired at the graduate level and considered essential to preparation for professional competence in counseling and guidance work. These are: (1) Philosophy and principles of guidance and counseling; (2) growth and development of the individual; (3) techniques used in the study of the individual for the purposes of counseling; (4) techniques in collecting and using occupational, educational, and other information; (5) techniques used in counseling interview; (6) administrative and community relationships; (7) supervised experience.

The printed report of the joint committee will be available for distribution at the national convention of the Guidance and Personnel Association, to be held in Chicago, April 18-21, 1949.

UNICEF Improves Health of Finland's Children

A noteworthy increase in the weight of undernourished Finnish school children who are receiving a daily supplementary meal through the aid furnished by the United Nations International Children's Emergency Fund has been reported by Finland's Department of Education. A recently completed survey, the department reported to the

UNICEF Mission in Helsinki, reveals that UNICEF-aided children show a substantially greater increase in weight than those in localities not under the UNICEF program. At present, UNICEF is providing a daily supplementary meal for 80,000 Finnish children.

A total of 11,151 children were weighed regularly over the last 6 months. Of these 10,246 received UNICEF assistance and these gained an average of 2½ pounds during that time. In four counties in the district of Keski-Pohjanmaa (Middle Ostrobothnia) 950 children not receiving UNICEF aid were tested. Over the same 6-month period they gained an average of only half a pound, and in one school 255 actually showed an average decrease in weight of over 2 pounds.

The survey was the first made in Finland to find what results were achieved since the UNICEF program was set up in that country a year ago.

Finland is one of 12 European countries in which UNICEF is providing a daily supplementary meal for 4,500,000 undernourished children, pregnant women, and nursing mothers.

Georgia School-Health Project Approved

The Children's Bureau has approved an annual grant of \$50,000 to the Georgia State Department of Public Health for the purpose of providing, in a rural setting, a broad program of preventive and corrective health services for school children, along with an expanded health-education program.

A school-health project will be established in a tricity health unit consisting of Lamar, Pike, and Spalding Counties, with headquarters in Griffin, Spalding County.

This is a well-established unit, and a health-education program has already been developed in cooperation with the local schools. It is planned to add a full-time medical-social worker, a nutritionist, and a psychologist to the basic unit staff, which is also being strengthened by the addition of more nurses and dental hygienists. A part-time pediatrician and part-time psychiatrist are employed.

The project will be directed by the commission of the health unit, under

the supervision of the director of maternal and child health of the State department of public health.

Nursery for Children of Nurses

A nursery for children of nurses at the Oklahoma Crippled Children's Hospital, Oklahoma City, believed to be the first of its kind in the United States, recently celebrated its second anniversary. It was established as a means of coping with the problem of decreased nursing staff. The project met with immediate success, and has been the means of augmenting the nursing staff by 12 nurses, who otherwise would not have been able to serve.

Alaska Continues Expansion of Health Services

Expansion of health services in Alaska continues as the Territorial Department of Health organizes to expand services under emergency appropriations obtained for such services in Alaska by the Public Health Service of the Federal Security Agency.

Among the high lights of interest to maternal and child health and crippled children's services are: A self-propelled barge which will operate on the Yukon and other rivers to provide medical and dental-health services comparable to the services provided by the Motor Ship Hygiene; a rail unit which will provide mobile-clinic services along the Alaskan Railroad; a survey of the need for a nurse-midwife program and the eventual establishment of such a program; and provision of new workers, including a school-health coordinator, a maternal and child-health consultant nurse, and staff for a local full-time health unit in Anchorage.

• FOR YOUR BOOKSHELF

STUDIES OF CHILDREN. Edited by Gladys Meyer, with an introduction by Dorothy Hutchinson. Published for the New York School of Social Work, Columbia University, by King's Crown Press, New York, 1948. 176 pp.

We all know that material based on direct observation of children and their parents, especially from the social-work point of view, is scarce.

The eight first-hand studies presented in this book, which were made by graduate students in the New York School of Social Work, are valuable additions to our fund of such studies. This is not only because of the scarcity of such material, but also because the students viewed the problems, as Dorothy Hutchinson says in her introduction, with freshness, enthusiasm, and imagination. As young students of social work, Miss Hutchinson says further, they are thoughtful, challenging, and as yet unencrusted by tradition.

Four of the eight studies are given in full. These are: Psychological problems of preschool children; an experiment in story-telling; the single woman as a foster mother; and telling adopted children. The other four are given in abstract.

The reports offer us some pointers toward conclusions on their respective subjects. They could well be supplemented by further studies in the same fields.

It is expected that from time to time selected studies will be presented by the school in the same manner. It will be a privilege to read them.

I. Evelyn Smith

CHILD LABOR TRENDS IN AN EXPANDING LABOR MARKET, 1946-48, by Ella Arvilla Merritt and Edith S. Gray. Reprinted from the *Monthly Labor Review*, December 1948. 7 pp. Available upon request from the Child Labor Branch, Wage and Hour and Public Contracts Divisions, U. S. Department of Labor, Washington 25, D. C.

Comprehensive statistical information on workers under 18 years of age is given in this statement for the post-war period up to 1948, including some figures for individual States, the first issued since 1944.

Its basic figures on young workers employed full time or part time are from the Bureau of the Census; and they include special figures on school enrollment and the employment status of minors 14 through 17 years of age.

Supporting data on industry and type of employment are from reports of employment certificates issued for minors 14 through 17 years of age by States and cities reporting to the Child Labor Branch of the Wage and Hour and Public Contracts Divisions.

Industrial-injury statistics are from a Department of Labor survey.

Data on illegal employment are from reports on child-labor inspections made under the Fair Labor Standards Act.

The Social Security Administration of the Federal Security Agency supplied figures on minors applying for social-security account numbers.

The conclusion of the article says:

On the whole, this statistical analysis of young people in the labor market during recent years reflects a sincere and widespread acceptance of the Nation's special responsibility for its younger population in respect to their place in school and their place in the labor market. But it also gives some indication of the shortcomings in measures to ensure educational opportunity for minors, to prepare them for satisfactory working lives, and to protect them from premature or harmful employment.

A limited quantity of each of the following items, reprinted by the Children's Bureau from sources outside the Bureau, is available for distribution. Single copies may be had without charge.

The Care of Children in Hospitals. By J. C. Spence, M. D., F. R. C. P. *British Medical Journal*, London, January 25, 1947.

Institutional Needs in the Field of Child Welfare. By Florence Clothier. *The Nervous Child*, April 1948.

Nutritional Status of Children. Six technical articles (III-VIII) of a series of eight, reprinted from the *Journal of the American Dietetic Association*. The titles and series numbers are as follows:

III. Blood Serum Vitamin C. By Elsie Z. Moyer, Ann P. Harrison, Marjorie Leshner, and O. Neal Miller (March 1948).

IV. Nutritional Conditioning in a Health Camp. By Moses Cooperstock, Elba Morse, Elsie Z. Moyer, and Icie G. Macy (March 1948).

V. Blood Serum Protein. By Eliot F. Beach, Ann P. Harrison, Marjorie Leshner, Mildred Kaucher, Charlotte Roderuck, Wanda Lameck, and Elsie Z. Moyer (May 1948).

VI. Blood Serum Vitamin A and Carotenoids. By Abner Robinson, Marjorie Leshner, Ann P. Harrison, Elsie Z. Moyer, Mary Catherine Gresock, and Claribel Saunders (May 1948).

VII. Hemoglobin. By Mildred Kaucher, Elsie Z. Moyer, Ann P. Harrison, Ruth Uhler Thomas, Marjorie Macy Rutledge, Wanda Lameck, and Eliot F. Beach (June 1948).

VIII. Blood Serum Alkaline Phosphatase. By Ann P. Harrison, Charlotte Roderuck, Marjorie Leshner, Mildred Kaucher, Elsie Z. Moyer, Wanda Lameck, and Eliot F. Beach (June 1948).

Understanding a Sick Child's Behavior. By Mildred Wallace, R. N., and Violet Feinauer. *American Journal of Nursing*, August 1948.

What's This About Punishing Parents? By Judge Paul W. Alexander. *Federal Probation*, March 1948.

"Where Shall We Send Johnny?" By Edith G. Seltzer. *Better Times*, December 26, 1947.

CALENDAR

Feb. 25-27—National Cancer Conference. Sponsored by the American Cancer Society and the National Cancer Institute, Public Health Service, Federal Security Agency. Memphis, Tenn.

Mar. 4-5—Children's Bureau Technical Advisory Committee on Programs for Care of Children With Rheumatic Fever and Heart Disease. Washington, D. C.

Mar. 7—Child Study Association of America. Annual conference. New York, N. Y.

Mar. 8—National Committee for Parent Education. Conference for Professional Workers. New York, N. Y.

Mar. 7-14—Young Womens Christian Associations of the United States of America. Eighteenth national convention. San Francisco, Calif.

Mar. 16-18—National Society for the Prevention of Blindness. Annual conference. New York, N. Y.

Area conferences, National Child Welfare Division, American Legion:

Mar. 4-5—Area A—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Boston, Mass.

Mar. 11-12—Area C—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Panama, South Carolina, Tennessee, and Texas. Jackson, Miss.

Regional conferences, Child Welfare League of America

Mar. 17-19—Ohio Valley Regional Conference. Cincinnati, Ohio.

Apr. 7-9—Eastern Regional Conference. Atlantic City, N. J.

May 1-4—Midwest Regional Conference. Chicago, Ill.

June 6-7—New England Regional Conference. Portsmouth, N. H.

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MEET YOUR CHILD FROM 6 TO 12

By the time this issue of *THE CHILD* reaches our readers a new Children's Bureau publication, long desired by parents, will be off the press. This bulletin, *Your Child From 6 to 12*, is the fourth in our basic series for fathers and mothers.

The first of this series for parents was *Prenatal Care*. It came out 34 years ago, within 16 months after the Bureau was created. *Prenatal Care* was not the first publication of the Children's Bureau; during the year when the Bureau was getting under way it published several pamphlets for professional workers. But *Prenatal Care* was the first of the Bureau's publications for fathers and mothers.

No sooner had *Prenatal Care* gone to press than the Bureau went to work on its second major bulletin for parents, *Infant Care*, which came out a year later. *Infant Care*, which is now the most widely known of all the Bureau publications, has been translated into many languages. Like all the Bureau's major bulletins for parents, it has been revised often to keep it up with the newest scientific thought. (It is now due for another revision.)

Next after *Infant Care* came a bulletin called *Child Care, the Preschool Age*. This came out in 1918, while the United States was at war. The most

recent edition, issued in 1948, is titled *Your Child From 1 to 6*.

Thus, in the early years of its existence, the Children's Bureau supplied the fathers and mothers of the United States with comprehensive publications to help them in caring for their children from the time before birth up to their sixth year, as well as a number of brief folders.

But up to now we have given fathers and mothers no major bulletin concerning their children between the ages of 6 and 12. Many parents and other people have written letters asking the Bureau to issue a publication on children of this age group.

This bulletin has now come out, under the title, *Your Child From 6 to 12*.

It would be impossible in a pamphlet of 140 pages to cover all the topics and questions that interest the parents of children at this interesting stage of life. What the Children's Bureau has aimed to do is to emphasize a point of view. Instead of seeing the child as standing by himself, this publication considers him in his family setting.

These years are the last in which his family is the main source of influence on the way a child unfolds and develops. To make family life contribute all it can to the enrichment of their children's personalities is what thought-

ful fathers and mothers try for.

There is no blueprint as to how parents can help their children to achieve a satisfying relationship to the world into which they are gradually emerging, but *Your Child From 6 to 12* has been written in the hope that it will stimulate fathers and mothers to acquire a growing confidence in their ability to do a successful job.

In his introduction to the bulletin, Oscar R. Ewing, Federal Security Administrator, says:

"Innumerable books, pamphlets, and articles have been written—and rightly—about the infant, the toddler, and the preschool child. Only a few articles and fewer books have been devoted to the school-age child, however.

"Yet that 6-12 period is as important as the years that have been passed. The 6-to-12 child is still close to his parents. He still appreciates attention, love, and sympathy. He is striking out for himself, making friends, exploring his world. He is on the way to becoming a self-directed, self-motivated individual.

"Distressed at the lack of the written word about that important school-age period in their children's lives, parents in ever-increasing numbers are seeking help in the guidance of their school-age children.

"As a means of helping fill their requests, *Your Child From 6 to 12* is offered."

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